

AHA #3

Introduction:

In an inclusive classroom setting, it is vital for general and special educators to collaborate to effectively educate all of their students while painting the status of inclusivity. In order for this to occur the educators have to utilize various co-teaching strategies to ensure a safe, effective learning environment. These strategies are dependent upon the need of the children in general education and those of special needs.

Body:

One strategy the educators could use is the One Teaching/One Collecting Data/Helping co-teaching strategy. In this strategy, there is a primary teacher taking responsibility for the bulk of instruction while the other teacher (most likely the special educator) walks around collecting data and helps out individuals (Salend, 2016). This strategy would be beneficial if there are a few children in the classroom with special needs and/or disabilities. This also allows the main teacher to continue with lessons while the other teacher can gather data for the teacher on the students which could be analyzed to determine if their lesson plans and teaching style is effective for the students and improve. Another style that the educators could use is Parallel Teaching. With this strategy, the teacher can teach the same material to two groups of students of with mixed backgrounds at the same time (Salend, 2016). This is helpful for the students and the teachers so that the students can receive more one-on-one interaction with the teacher in smaller groups and

the teachers are able to teach smaller groups more effectively to offer more accessibility to the students within the smaller group. The fact that the groups are heterogenous instead of homogenous groups (e.g. race, gender, students with or without disabilities etc.) to ensure that even within smaller groups, the learning environment is inclusive. Station Teaching is another co-teaching strategy that the educators could use to effectively teach their students as this strategies employs the idea of the two educators manning two areas or “stations” with different learning material at each station as well as a potential third “independent” work station (Salend, 2016). This strategy could be effective to allow the students to learn more than one subject or lesson within a period of time as well as provide smaller learning groups for the teachers to teach. It also gives students the opportunity to learn and work independently. These are a few examples of strategies that co-educators can use.

In the study by Murata and Tan (2009), they found that the a collaboration between a preschool teacher, and adapted physical educator (APE), and physical and occupational therapists help to facilitate and increase the motor skills for preschoolers who have developmental delays. The delays affect the students abilities to socialize with others, participate in physical activities, etc (Gallahue and Cleland-Donnelly, 2003; Rimmer and Kelly, 1989; cited by Murata & Tan, 2009). The educators and therapists were responsible for the collecting data based on their collaboration, with this data focusing on the children with developmental delays. The adapted physical educator task was to provided physical activated based on the child’s motor skill abilities and challenge the child when the child mastered on physical activities (Murata &

Tan, 2009). The other educators were responsible for supplying encouragement to the children when they successfully completed a task and throughout the activities providing words of encouragement (Murata & Tan, 2009).

Conclusion:

In conclusion, it is important for teachers — both general education and special education — to develop collaborative teaching arrangements when working in an inclusive learning environment to produce an effective learning and inclusive environment. The strategies allow for the children with disabilities to enjoy the setting of a normal classroom while still receiving additional help and resources when needed.

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References

Murata, Nathan M., & Tan, Carol A. (2009). Collaborative Teaching of Motor Skills for Preschoolers with Developmental Delays. *Early Childhood Education Journal*, 36(6), 483-489.

Salend, S. J. (2016). *Creating inclusive classrooms: effective, differentiated, and reflective practices* (8th ed.). Boston, MA: Pearson.